

From the Editors

We would like to begin this issue by acknowledging the contributions to *RFL* of Averil Coxhead, from Victoria University of Wellington, New Zealand, and of Xiangying Jiang, from West Virginia University. Dr Coxhead has recently resigned after 15 years on the editorial board, during which time she has been a willing reviewer as well as guest editor of a special issue celebrating the work of Professor Paul Nation. Dr Jiang has stepped down as Reviews Editor, a role she took on in 2016. Both will be greatly missed.

We are, however, delighted to welcome Dr Jing Zhou, from Pomona College, as *RFL*'s third Reviews Editor and look forward to working with her.

This issue of *RFL* is a little leaner than usual, with only two regular articles. In the first, Chen Chen and Yongcan Liu explore the role of vocabulary breadth and depth in second language learners' performance in IELTS academic reading tests in China and find that both correlate significantly with IELTS reading test scores. In the second, Yuka Mikami investigates the processes of motivational change through goal setting in extensive reading, and finds that when students use goal setting effectively, they feel a sense of achievement, enhance their intrinsic motivation and self-efficacy, and form a virtuous cycle toward new goals. Both studies have clear pedagogical implications.

In this issue we also introduce a new feature which we have named New Directions in Reading Research. As the name suggests, this is an opportunity for contributors to comment on emerging directions in or future directions for reading research. We would note that this is not a peer-reviewed feature. In the inaugural feature, Nathan Thomas focuses attention on incidental L2 vocabulary learning and discusses research design innovations and their implications for research and practice in two related studies, Ong and Zhang (2018) and Mohamed (2018).

The issue is rounded out by Mitsue Tabata-Sandom's review of Teaching extensive reading in another language, by Paul Nation and Rob Waring. This is only the second book that we are aware of dedicated solely to extensive reading since Day & Bamford's ground-breaking *Extensive reading in the second language classroom* (1998), so it was certainly an overdue addition to the literature.

Finally, we would like to express our thanks to those who make the journal possible. As always, a big thank you to the external reviewers who have found time in busy lives to read and provide insightful comments on submissions. The following have taken time to provide invaluable reviews over the past six months: Neil Anderson, Mehmet Bardakçı, Cheng-ling Alice Chen, Doreen Ewert, Jia-Ying Lee, Chih-Cheng Lin, Joseph Poulshock, Willy Renandya, Victoria Rodrigo, Greg Rouault, Toshihiko Shiotsu, Jez Uden and Junko Yamashita.

And another big thanks and gratitude to our editorial assistants, Khiet Chau and Wenyi Ling, and to these copy editors: Aki Omote, Fred Zender, Greg Gagnon, Kristen Urada, Reginald Gentry, Jennifer Holdway and Victoria Lee.

We couldn't do this without you.